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ABSTRACT

This report summarizes the experiences of existing Follow Through projects in an effort to provide some guidance for communities attempting to establish new Follow Through programs. Problems commonly encountered in setting up project objectives, (choosing a sponsor, recruiting and training staff, establishing laision between project, school, sponsor, and community, and monitoring project effectiveness) are described, and lessons to be learned from both successful and unsuccessful experiences are reviewed. (CS)

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SOME GUIDELINES FOR ORGANIZING

A LOCAL FOLLOW THROUGH PROJECT

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I. INTRODUCTION

The objective of this report:

This report is being written at a critical time in the history of Follow Through. For the period Fall 1967 through Spring 1972, the emphasis in Follow Through has been on the exploratory development of some novel educational programs for use in grades Kindergarten through Third. Follow Through refers to this period as one of "planned variation", in which different and possibly competing educational programs have been given an opportunity to demonstrate their effectiveness. During this same period, Follow Through has supported an extensive evaluation effort for the collection of data about the affectiveness of these programs. Now these programs often have different views about education and particularly about the objectives to be pursued in an educational effort. Thus, they are not always easy to evaluate since they may differ with respect to what they are trying to accomplish. Nevertheless, in this evaluation, Follow Through has attempted to assess effectiveness with respect to a common set of objectives as well as to those objectives that may uniquely characterize a particular program.

Beginning with Fall 1972, Follow Through is going through a period of reorientation. Although the developmental effort will also continue, plans are underway for

the expansion of Follow Through into additional communities based upon what has been learned from these developmental experiences. In addition, State Offices of Education (SEA'S) will play a particularly important role in this expended effort since additional community projects will be organized and founded under their auspices. For 1972-73, five states have received grants as a pilot effort to develop their own plans for operations within their respective states. The states currently included are Arkansas, California, Michigan, New Jersey, and North Carolina and it is anticipated that additional states will be founded in subsequent years.

This brings us to the purpose of this report. At some time in the near future, a number of new communities will attempt to organize and implement a local Follow Through project. This report builds upon the experience of existing projects: through their past efforts they have had to learn by trial-and-error how to organize a Follow Through project. Sometimes they have made mistakes but have usually been able to learn from their mistakes. In this report, we have attempted to summarize the experience of existing projects so that it will provide some guidance for the establishment of new projects. Thus, new project personnel ought to be able to benefit from past experiences, to be able to anticipate what needs to be

accomplished and hopefully to learn from the experiences that have already been accumulated.

What is Follow Through?

What is Follow Through and what is a Follow Through project? Basically, it is a program for disadvantaged childred in kindergarten through the third grade. Its purpose has been described elsewhere as "-the enhancement of the child's capacity to cope effectively with life situations." It builds upon Head Start in the sense that Head Start is a pre-school program designed to prepare children for their entrance into school. Follow Through builds upon this initial start. Since Follow Through is usually administered by a local school system, it is often viewed as a program of compensatory education. But it is also a comprehensive program with the instructional component being only a part. All components working together are designed to meet the physical and psycho-social needs of the children for whom it is intended.

Follow Through was initially established in December, 1967 when Congress amended the Economic Opportunity Act of 1964. It is administered by the Division of Compensatory Education of the Office of Education through delegation of authority from the Office of Economic Opportunity.

As one looks back at the history of Follow Through as well as forward into its future, it is useful to view the activities of Follow Through as falling into three stages

of development as follows:

Stage One - Demonstration. During this stage, the emphasis has been on Follow Through as a pilot program. There has also been an emphasis on demonstrating that community projects could be successfully implemented and on learning from the experiences with these projects. This stage is now about to come to completion.

Stage Two - Transition. During this stage, the emphasis will be on preparing for the expansion of Follow Through into additional communities and on making plans for carrying out this expansion. This stage is just about to begin.

Stage Three - Expansion. During this stage, the emphasis will be on carrying out the plans for expansion that have been developed and tested during the previous stage. This stage will begin at some time in the future.

What are the characteristics of each of these stages? During the demonstration stage, Follow Through expanded from zero projects in 1966-67 to one-hundred and sixty projects in 1971-72. A detailed record of this expansion can be shown by the following data:

School Year	Funds Expended	Project Grants	Poor Childred Served
1967-68	$ 3,750,000.	39	2,900
1968-69	13,250,000.	91	15,500
1969-70	32,200,000.	148	37,000
1970-71	57,000,000.	160	60,163
1971-72	69,000,000.	160	-

During this stage of activity, the emphasis was on demonstrating that Follow Through projects could be successfully implemented. There are two other important characteristics to this stage of activity. First, the program emphasized research and development in the field of compensatory education. Each community carried out a pilot project; the objective was for the program as a whole to learn from the project outcomes. In addition, part of the responsibility for the development of innovative programs was delegated to a series of twenty model Sponsors who worked closely with the community projects.

How can one describe the contribution that was made by a Sponsor? In general, the Sponsors are a group of experienced educators usually located at a university campus, each of whom has some well-developed views about improved methods of education; i.e. a "model" about how a project should operate. Moreover, each has had some previous opportunity to put his or her ideas about education into practice. Thus, they share in common the fact that they have relevant ideas and that they are experienced. However, their specific ideas may be in disagreement. During this demonstration phase, Follow Through is having an opportunity to observe the relative effectiveness of these different and sometimes competing ideas and of accumulating evidence that will be valuable in the succeeding stages of transition and expansion. Let us note, that there is no reason to believe

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that any one Sponsor is in possession of the "truth", i.e. the "best" model. Some approaches may be preferable under certain circumstances while others may be more appropriate under different circumstances. Since each Sponsor's approach consists of a variety of features and each may place different emphases on what should be accomplished, there may be useful lessons to be learned from all of the Sponsors' efforts. Finally, when one observes a successful project, one usually also observes an enthusiastic staff, committed to the achievement of their project objectives. Thus, Sponsors may contribute something important in addition to their ideas about education, namely, their ability to inspire committment and to maintain a sustained effort over a period of time.

What can we expect to happen during this second transitional stage? Although it is too early to predict in any detail, certain changes in emphasis can already be identified. First, responsibility for the initiation, support, and monitoring of local projects will be delegated to State Offices of Education (SEA's) who will be responsible for the expansion of Follow Through within their States. Secondly, now that relatively successful projects are in existence, some of the existing projects will be in a position to function as resource centers. New projects can make direct use of the experiences of existing projects and the established projects may well be in a position to serve as training centers for teachers and other staff members who

will be needed as part of the expansion. During this period, there will be a small number of SEA's who will engage in a pilot effort to explore how state efforts can be effectively organized for encouraging and supporting additional Follow Through projects. In addition, recognizing that Sponsors have played an important part during the demonstration phase, it will be important to explore how their varied skills and capabilities can be more effectively employed as part of an expanding effort.

Finally, the expansion stage must build upon what has gone before. Part of the expansion will involve an expansion into additional states such that other SEA's may begin to take over responsibilities and to make use of the pilot experiences of the first set of State agencies. Then, with the support of these SEA's, additional projects can be funded.

II. PROJECT ORGANIZATION: STRUCTURE AND OBJECTIVES

Let us imagine that we were to visit an existing project in order to determine what the project staff had been trying to accomplish as well as what they had actually accomplished. In a sense, we would be looking for a statement of their objectives and for an assessment of the extent to which those objectives have been achieved.

What are the objectives of a Follow Through project? To develop a comprehensive program of services, made up of the following components:

(1) An instructional program.

(2) Provisions for parent involvement and participation.

(3) Provisions for medical and dental services.

(4) A nutritional program.

(5) Provisions for social and psychological services.

In order to achieve these objectives, a project must be able to organize those activities that are essential to the implementation of each of these components. In this report, we will not attempt to review all components but will place primary emphasis on two particularly important ones: instructional and parent involvement.

The Instructional Component

A typical instructional component is made up of two sets of activities, those which take place in the classroom and are primary and those which support the primary activities. For example, in Community A, there are now Follow Through classrooms for kindergarten plus the first and second grades. As

with most projects, implementation began in kindergarten, with an additional grade being added each year. Thus implementation of the instructional component is taking place over a four year period and will be completed only with the inclusion of third grade classrooms.

This community is working with Sponsor X and his educational model makes use of a team of four adults working with each classroom: one teacher, one teacher aide, and two parent assistants. Let us consider for a moment what we might observe in a Follow Through classroom in this particular community. Typically, there would be about twenty-five to thirty children in the classroom, broken down into four subgroups of equal size. Each group would customarily be working around a table in one corner of the room. There would be four adults in the room, one working with each of the smaller groups and, at first glance, there would be no obvious way to distinguish among teacher, teacher aide, and parent assistants. In this community, there is a working agreement that the teacher teaches reading, the teacher aide is responsible for mathematics, and the parent assistants help teach handwriting, spelling and help with other more general assignments. Often one parent will concentrate on handwriting, while the other parent may assist those children in need of individual help (tutor) or perhaps supervise a group engaged in drawing and other forms of art.

This division of responsibilities is in part a consequence of state laws in this particular state. (Laws in

other states are similar but not identical). The teacher is certified and the only one in the classroom who is legally qualified as a professional. Officially as well as in fact, this teacher is in charge of the classroom activities. In this state, the teacher aide can assist in teaching (i.e. do some teaching under supervision) and must have a high school degree plus approximately a year of college credits (30 credit hours). The only qualification for parent assistants is that they should have a child who is currently enrolled in Follow Through.

Sponsor X emphasizes Behavior Analysis as the theoretical foundation for his instructional program. He is one of several Sponsors who makes use of a well-structured curriculum, usually broken down into a carefully organized series of learning units. Thus, one observes in this community's classrooms certain characteristics that are a direct consequence of the Sponsor's model of the educational process. First of all, instruction is highly individualized. In the major activities of reading, mathematics, and handwriting, the project makes use of a graded series of work books. Each child has his own book and proceeds, with the help of a teacher, at his own pace. Secondly, the classroom operates by using a "token exchange" economy. Children are rewarded (reinforced) continually for making progress in their classroom activities. As a corollary, periods of work (earnings) are followed by periods of play during which the children can spend the tokens they have earned on a variety of pleasurable activities, most of which take place in the

classroom. Thirdly, this Behavior Analysis program makes use of positive reinforcement, using the token exchange economy in order to maintain what we normally think of as classroom discipline. As Sponsor X has written, "Behavior Analysis uses positive reinforcement to build improved student behavior and seeks to eliminate all coercive or negative control procedures. ...The general strategy is to ignore inappropriate behavior while providing heavy and frequent reinforcement for desirable behavior."

In this brief description of a classroom in Community A, we have tried to describe the primary activities that are associated with the instructional component. Let us now review those additional activities that are essential for the support of what takes place in the classroom.

There are several individuals who work closely with the classroom teams. There is a teacher trainer who is responsible for training the teachers and teacher aides. Similarly, there is a parent trainer who is responsible for the training of the parent aides. Note that at the present time, there are twenty four teachers and teacher aides plus twenty four parent assistants. Thus, both the teacher trainer and the parent trainer have important responsibilities assigned to them. In addition, there is a Follow Through coordinator and a District Advisor, representing the Sponsor, who supervise the teacher trainer and the parent trainer. Their function is to train the trainers and to provide overall

supervision of the classroom activities. Finally, the Follow Through activities in a given school are supported and supervised by the school principal and a Follow Through Director, who represents the school system. A summary of the project organization associated with the instructional component is shown in Figure 1.

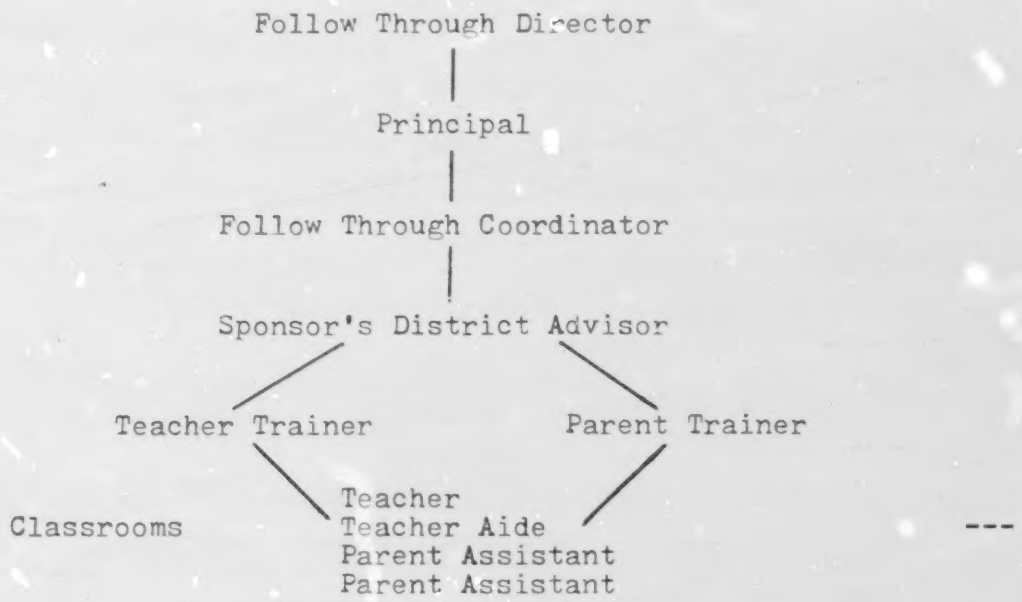

Figure 1. Organization of the instructional component in Community A.

Note that those individuals who are responsible for the support of the classroom activities are responsible for training, coordination, and administration.

Let us suppose that we were to visit another Follow Through Community and to observe its instructional component. Would there be activities similar to those we observed in Community A? If this second community also collaborated with Sponsor X, then the similarities would far outweigh the differences. Specifically, for a given Sponsor, the organization of classroom activities and the division of responsibility among adults within the classroom is likely to remain constant from one community to another. In addition, there will be similar provisions for the organization of supporting activities.

Let us visit instead Community B, working with Sponsor Y, and now we will observe differences in the organization of the instructional component. However, the differences will be primarily a matter of detail - we can still identify primary and support activities - and the differences will follow largely from the different views about education that characterize these two Sponsors.

In Community B, there is a team of two adults working with each classroom: a teacher and a teacher aide. As before, the teacher is certified and in charge while the teacher aide is a paraprofessional having at least a high school diploma and she may have a child enrolled in Follow Through. Classroom activities are significantly influenced by Sponsor Y's model of education. He is one of several Sponsors who has been influenced by the British "open classroom" programs. He is also influenced by theories of intellectual development

and of how higher-order intellectual operations enter into effective learning and the effective use of knowledge. Although the objectives of Sponsor Y's curriculum are rather well-defined, the curriculum itself is kept flexible. Thus, in Community B, each teacher is partially responsible for curriculum decisions and one observes greater variability between classrooms than we observed in Community A. Classroom activities do not necessarily repeat themselves from one day to the next. Moreover, children often engage in projects or use certain familiar and natural activities as a vehicle for learning to read, learning mathematics, etc. We noticed that in Community A, there was quite a well-developed division of responsibility among the four adults. Because of the more flexible structuring of classroom activities in Community B, such a well-structured division of labor is not routinely possible. The teacher is in charge and she and the teacher aide take on different responsibilities as they are required. In short, the organization of classroom activities is rather different in Community B primarily as a consequence of the educational model that has been followed in designing the instructional component.

In Community B, there is a somewhat different pattern of support activities associated with the instructional component. Classroom training is the responsibility of a program assistant and there is a provision for one program assistant for every six - eight classrooms. As a general

rule, this is likely to be the number of Follow Through classrooms in a single school so that quite routinely there is one program assistant per school.

As in Community A, the program assistants in Community B are supervised by the Follow Through Coordinator who in turn works closely with the Sponsor's Field Representative. These two individuals train the trainers (the program assistants). In turn, some support functions are the responsibility of each school principal plus an overall Follow Through Director. The organization for the instructional component in this community is given in Figure 2.

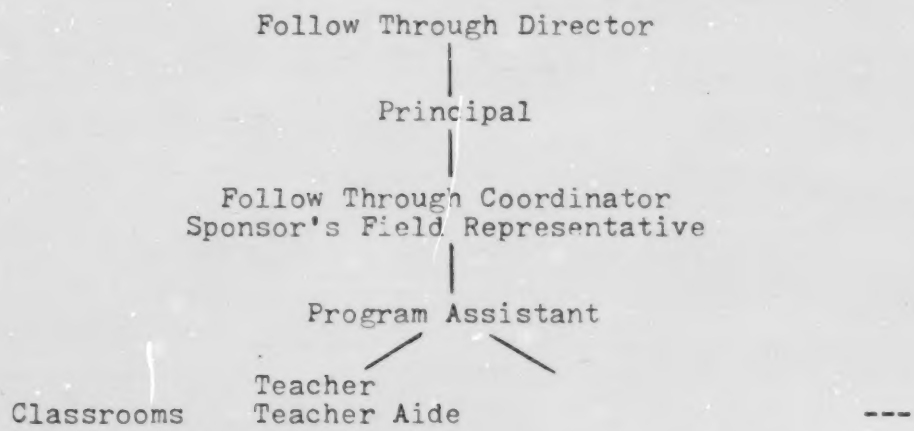

Figure 2. Organization of the instructional component in Community B.

The Parent Involvement Component

Unlike the instructional component, it is much more difficult to describe the parent involvement component and

there is likely to be considerable variability from community to community. Yet, we can describe some of the general features to this component.

First of all, the objectives of parent participation have been described in the Follow Through guidelines. Each project is expected to provide for the following kinds of opportunities:

"Participation in the process of making decisions about the nature and operation of the project through frequent meetings of a Policy Advisory Committee and other parent groups;

Provision for regular home contact by Follow Through staff;

Parent educational and community activities which parents have helped develop."

What structure exists in order to carry out these objectives? As an example, let us consider again the Follow Through project in Community A. In this project, as in many projects, there is a parent coordinator and she has played a major role in the development of the parent involvement component. It is of some significance that she has lived for some time in this community and was well acquainted with a number of Follow Through parents even before she assumed her present responsibilities. She now has two assistants working with her, both of whom are Follow Through parents and work closely with the parent trainer. Note that there

is a sense in which certain activities are pertinent both to the instructional component as well as to parent involvement, namely in the classroom. Specifically, the parent assistants, supported by the parent trainer, contribute to the success of the instructional component. Simultaneously, the provision for parent assistants satisfies one of the objectives of parent involvement, to encourage participation of parents in the classroom as paid employees. Moreover, these parents represent an important link between the school and community. Interestingly enough, the position of parent assistant is normally a rotating one in many communities. Parents may work for a period of six months and then be replaced by another parent. Although there are disadvantages to this rotational scheme, there are advantages in that a substantial number of parents have an opportunity to become directly involved with classroom activities.

Perhaps the first responsibility of this particular coordinator was to form a provisional PAC even before the project was fully in operation. The rules governing this committee, its officers, and requirements for membership are specified in the Follow Through guidelines.

By and large, the parent coordinator has been responsible for the initial organization of the primary activities that make up the parent involvement component. After these primary activities were established, she continued to work with them, and to provide for coordination between the

instructional component and parent involvement. After the first PAC was organized, its officers took over the responsibility for the development of the PAC program, but the parent coordinator works closely with and in support of these officers. Similarly, during the first year, she had a major responsibility for the recruitment of parent assistants. After the first year, the PAC began to take over the responsibility for continuing recruitment. The parent coordinator and her assistants continue to be primarily responsible for visiting families at home and for developing opportunities so that parents can continue their education by working toward high school diplomas or college degrees. Developing other community activities has been the joint responsibility of the PAC, the parent coordinator, and her staff.

III. STAGES OF DEVELOPMENT: AN OVERVIEW

In one sense, the objectives for a Follow Through project staff are to implement all components that are essential for the sucess of a comprehensive program. In another sense, this statement of objectives can be given an organizational interpretation. In order to implement a project, the staff must build an organization such that the primary activities associated with each component can begin to function effectively. In addition, the project organization must provide for those support activities that are also essential.

If one reviews the history of some of the existing projects, one is able to identify how these projects have been developed over time, and to look for similarities and differences in the processes of development. In what respects are there similarities? To a significant extent, projects share in common the fact that each has had to deal with a set of similar organizational problems in order to attain their objectives. Moreover, organizational development can be broken down into three successive stages of development as follows:

Stage One - Project Initiation.
During this stage, initial committments between Sponsor and community are reached, the basic organization of the project is first outlined, and relationships among certain key subsystems are first established.

State Two - Project Implementation.
During this stage, the initial project plan is put into effect and modifications are introduced as experience accumulates. The purpose of this stage is to demonstrate that a project can be successfully implemented.

State Three - Consolidation and Preparation for Expansion.
During this stage, projects are able to review and evaluate their experiences and to plan for the future. Certain long-run issues begin to be faced, particularly to review the accomplishments of the demonstration project and to consider what long-run implications there are (if any) for the school system as a whole.

Interestingly enough, most current projects have now completed the first two stages in this sequence of development. The third stage of development has scarcely begun.

In what respects are there differences in the way in which projects develop? Projects differ in part because they reach different solutions to the common set of developmental problems. Some of these differences are essential, because projects must take into account specific characteristics of their particular communities. Project development is also influenced by differences between Sponsors, which in turn have organizational implications. Some differences are nonessential and permit us to identify some lessons to be learned from project experiences; i.e. to recognize that some developmental strategies are to be preferred while others are to be avoided.

In the remainder of this report, we will describe the organizational problems that appear to be commonly encountered by projects and to review some of the lessons to be learned from the experiences of existing projects.

IV. PROJECT INITIATION

During the initiation stage, projects all have in common that they must make an initial although possibly limited committment to the establishment of a Follow Through project. In a sense, this committment implies a recognition of some existing inadequacies in the community's educational

programs and an expectation that implementation of Follow Through will lead to a reduction in these inadequacies. Also, during this stage, the following issues can be expected to arise.

1. Some decisions have to be made about how planning will be undertaken and who will participate in the planning.

2. Some definition of the objectives to be achieved by a Follow Through project needs to be established.

3. A choice among alternative sponsors needs to be made. This choice represents a preliminary committment to a particular educational model or approach and to the selection of certain means (the Sponsor's model) for the achievement of established ends.

4. Some decisions have to be made about how the Follow Through project will be incorporated into the school system and particularly how liason functions between the project and the school system of which it is a part are to be carried out.

Now let us look in more detail at what might happen in attempting to solve each of these problems.

Participation

In Community A, a variety of individuals have been involved from the very beginning, representing not only the school system, but also some of the significant interest groups in the community. Because of this wide-spread participation, there was fairly broad involvement in the initial

decisions about Follow Through. As a consequence, a number of segments of the community took part in the initial committment to participate in Follow Through. These included the Director of Head Start for the County and the Director of the Community Action Program. In addition, several parents with children in Head Start were included and served on an interim Parent Advisory Committee (PAC). The presence of these individuals added to the significance of the initial committment even though some of these individuals did not remain actively involved in the implementation of the project. There were three additional individuals who played important roles in the initial negotiations and who have continued to be actively involved. These included the parent coordinator, who had been working with Head Start, the elementary school Superintendent, and the Coordinator for Federal Funds, who later served as Follow Through Director. In this community, it seems quite clear that this high degree of initial involvement has been of value: the project has received broad community support from the very beginning.

By way of contrast, let us look at Community C. Here, the initiative for establishing the project was taken by the Superintendent of Schools. He made most of the decisions during this initiation stage and the community as a whole learned about the project only after a Sponsor had been selected and the project was ready to be initiated.

Subsequently, the project has suffered from a low level of initial involvement, from the fact that few individuals were initially committed to the success of the project, and from the fact that some individuals were initially offended because they had not been consulted.

The lesson to be learned would appear to be that extensive participation at this stage of development is to be desired. But, who should be included at this initial stage? Although there is no easy answer to this question, we can suggest a principle to be followed. It is advantageous to include representatives of those groups whose cooperation is essential to the successful implementation of the project. A related principle might be that those individuals who participated in the initial decisions are more likely to be positively committed to the support of the project. Following this principle, it is clear that parent representation is desirable from the very beginning both from those parents whose children are likely to enroll in Follow Through as well as from other parent and community groups that have a stake in the welfare of the school system. In addition, key individuals in the school system, including School Board members, need to be included, particularly those who are likely to be working with a Follow Through project.

Interestingly enough, in the projects with which we are familiar, neither principals nor teachers have been

included in these initial discussions, even though their cooperation is clearly of importance. Our principle would suggest that they should have been included and our experience with projects would support such a recommendation. In many communities, principals and teachers have felt left out and their initial reservations about the project had to be overcome before they became committed to the support of the project.

Establishing Objectives

As before, projects appear to differ in the extent to which they established some reasonably clear objectives before they actually began to implement a project. For example, school officials in one community were aware that three of the community's schools were not functioning adquately. Moreover, the staff of these schools were demoralized and parents were disturbed at the consequences for their children. Thus, it was relatively easy to agree that something ought to be done in order to improve existing inadequacies in these schools.

In another community, there was relatively little attention given to a discussion of objectives. The initiative had actually been taken by the State Office of Education in suggesting to the community that they ought to apply. As a result, a major reason for starting a Follow Through project was simply that this was another source of

Federal funds for the support of the school system.

Of course, it seems logical to assume that one ought to establish some objectives before beginning to implement a project, but what might be some of the undesirable consequences from failure to establish a set of objectives? As one plans, one must make a series of decisions: without a statement of objectives, one has no criteria for making these decisions. For example, the choice among Sponsors may well depend upon one's objectives, since Sponsors differ with respect to what they themselves are attempting to accomplish. Similarly, when recruiting staff, parent aides as well as teachers, a clear statement of purpose is likely to be reassuring and the absence of such a statement disturbing.

In developing a clear statement of purpose, it is likely that certain underlying disagreements will be brought out into the open and resolved. Often, when the issue of purpose has either been avoided or not raised, it often proves to be the case that different interest groups have different views about objectives. Eventually, these disagreements are likely to emerge, but, when they do, the disagreements may be accompanied by bitterness and misunderstanding.

Choosing a Sponsor

In Community A, an interim PAC had been formed even

before any serious consideration was given to the problem of choosing a Sponsor. This group made use of a consultant who was quite knowledgeable about the program approaches of different Sponsors. Five Sponsors were interviewed. Apparently, the group was able to agree that they preferred a well-structured program. As a consequence, they also agreed that Sponsor X would be their first choice and another Sponsor with an equally well-structured approach would be their second choice. Arrangements were then reached between Sponsor X and the community.

In Community C, the initial discussions between Sponsor and community followed a rather different pattern. The initiative came from an Associate Superintendent of Schools who is actually in charge of all elementary schools within the inner-city area. Prior to Follow Through, he had taken the leadership in developing a remedial reading program and he had some interest in obtaining financial support for the continuation of this program. With support from the State Office of Education, he began to explore the possibility of a Follow Through project and was led to Sponsor X primarily because of geographical proximity. It is not at all clear that Sponsor X was chosen because of the nature of his program but rather for reasons of convenience. After agreements were reached, there was an expectation that Sponsor X would somehow make use of

this existing remedial reading program. This expectation was unfortunately incorrect and led to some initial difficulties when the program was first implemented for the school year of 1969-70. Actually, Sponsor X has indicated that his own views about curriculum materials were in flux and that this was the source of some of the initial misunderstandings. While these negotiations were underway, he still felt that local communities could have a good deal of freedom in the choice of curriculum materials. Subsequently, he became convinced that certain types of materials were essential for the successful implementation of his educational program.

There appear to be important differences between these two projects having to do with the process of selecting a Sponsor. The first community had a reasonably accurate set of expectations about Sponsor X's program when they decided to work with him while the second community did not. In addition, Community A had involved more individuals, both parents as well as school officials, in the initial process of decision-making than had Community C. Thus, in the one case, a shared set of expectations about the Sponsor had been established, while in the second case, they had not. Apparently, the lesson to be learned is that communities need to be aware of the differences among Sponsors and to decide beforehand whether or not they are

prepared to commit themselves to the consequences of a particular Sponsor's approach.

Project Liason

Normally, Follow Through operates as part of a school system and some provisions always have to be made to establish a linking or liason relationship between project and the rest of the system. Sometimes, this liason function exists primarily "on paper"; under these circumstances the evolution and success of a project appear to be significantly handicapped. Sometimes, this liason function is actively carried out by an experienced and dedicated administrator; under these circumstances, the prospects for project success would appear to be significantly improved. Let us review some examples of the variety of ways in which this liason function may be carried out.

In Community A, the Coordinator of Federal Funds plays an active role as mediator between Follow Through and the school system. First of all, he plays a major role in drawing up the annual contract proposal, particularly in the submission of the budget, and in those details that pertain to the Follow Through guidelines. During this period, he is responsible for obtaining the school system's support for the new proposal. Secondly, he keeps the Superintendent informed and aware of the progress being made in the project. This is an important responsibility and one that he handles well. As a result, the Superintendent has

been a strong supporter of Follow Through and willing to mediate between the project, the School Board, and the community, when necessary. Finally, this coordinator has been a very effective trouble-shooter for Follow Through in resolving issues between Follow Through and the School System. We feel that it is extremely important that someone function effectively in this role of trouble-shooter. We can state the problem in general terms as follows. The school system (the School District) can be viewed as a set of component subsystems that operate interdependently. The Follow Through project represents an additional subsystem to be included in the total system. But as it begins to function, problems arise between Follow Through and other existing subsystems and some accommodations become essential; i.e. the project "makes waves." This coordinator has been very effective in helping to resolve the difficulties that arise between Follow Through and other parts of the system. For example, since Follow Through has its own funds and its own educational program, materials are purchased in ways that are inconsistent with the practices that are followed throughout other parts of the school system. Gradually, the Purchasing Department has learned to adapt somewhat to the needs and requests of Follow Through. Similarly, Follow Through has gradually involved parents in the hiring of teacher aides and more recently teachers. Such practices are not normally followed

by the Personnel Department and again the Coordinator has participated in the negotiations that helped to resolve this conflict over procedures. Follow Through also employs Parent Assistants who have been hired as Temporary Employees (a decision which is in itself a compromise). As a consequence, there have been awkward questions raised about establishing their rate of pay, whether or not they are entitled to fringe benefits and paid vacation, when they will receive raises, etc. Again, the Coordinator has been helpful in resolving disagreements, although the decisions have not always been completely acceptable to the parents or to the Follow Through staff. What one observes is that Follow Through, as a new component, needs to operate in ways that differ from the established procedures. More importantly, these conflicts over procedures are disturbing both to parents and the Follow Through staff. It would impair the effectiveness of the program and the morale of the staff if they could not be resolved.

In a second community, the Title I Coordinator handles these liason functions. Unfortunately, he plays a relatively passive role in carrying out these responsibilities. He will help - if asked by the Follow Through Director, but he does little to anticipate difficulties that may arise. In addition, he views his function as primarily one of communications rather than mediation or negotiation. As

a result, difficult issues are not likely to be resolved or are resolved only partially and after long delays. The effects on the Follow Through staff and parents are unfortunate since they are frequently frustrated by their inability to obtain solutions to problems that arise between the project and the school system.

In a third community, these liason functions are handled even more inadequately. This is a large school system and the Associate Superintendent with primary responsibility has never delegated to anyone the responsibility for liason and mediation. Since he is an extremely busy man, he is rarely accessible. Even when accessible, he is rarely able to give proper attention to a problem that may have been communicated to him. Although two of his administrative assistants are accessible, approachable, and sympathetic, they are rarely able to help constructively. Thus, the project director alternates between moods of frustration and apathy while the project personnel often see themselves as enmeshed in bureaucracy and red-tape.

The important conclusion that we can reach is that issues will inevitably arise between Follow Through and other parts of the total school system. Someone needs to be able to exercise leadership in resolving these difficulties through a process of mediation and negotiation. Moreover, this is a difficult responsibility to carry out

successfully; it can not be delegated to someone who is either inexperienced or who is not in a position to exercise influence throughout all parts of the school system.

V. PROJECT IMPLEMENTATION

As the implementation stage begins, projects can be expected to have developed some sense of purpose. Having committed themselves to working with a particular Sponsor, they also can be expected to be aware of the organizational structure they are about to create. As they proceed, the following issues can be expected to arise, all of which are pertinent to the eventual success of the project.

1. Some form of working relationship between the Sponsor's organization and the school system has to be established and maintained.

2. Steps have to be taken to recruit those key individuals who will have primary responsibility for the management of the project.

3. Steps have to be taken to recruit and train the remaining personnel who will participate in the project - particularly the teachers and any aides that will be working with the project. Subsequently, steps need to be taken to develop and maintain a high level of committment on the part of these individuals.

4. Working relationships between the project staff and the school or schools in which they operate have to be established.

5. Some provisions for monitoring the effectiveness of the project activities have to be developed.

6. Some agreements have to be reached about a program of parent and community involvement and steps have to be taken in order to put this program into effect.

In what follows, we will consider each of these problems in succession and will contrast the solutions to them that have been reached by certain communities. However, the discussion of programs of parent involvement will be deferred to a subsequent section.

Project-Sponsor Relationships

By and large, Sponsors have a major influence on this relationship since they define the role of Sponsor's representative and then recruit individuals to fulfill these roles. Sponsor X calls his representative a "District Advisor" and each of these advisors spends approximately one-fourth of his time in working with the community. Similarly, Sponsor Y works through someone called a "Field Representative".

For example, the District Advisor to Community A is an advanced graduate student from Sponsor X's university and strongly committed to the support of Sponsor X's program. He is younger than most of the key figures in Follow Through and is one of the few major figures who is routinely called by his first name. His role is a very complex one and he handles it well. He has responsibilities that might

conceivably be in conflict, although he does not permit them to become so. On the one hand, he is responsible to Sponsor X for the implementation of Sponsor X's program and in some respects for ensuring that their program, as one of many in the experimental effort, will have an opportunity to demonstrate its effectiveness when compared to the programs of other Sponsors. On the other hand, he has no direct authority over any of the local staff. He is in the ambiguous position of a kind of consultant to the Follow Through Director and Coordinator who are hired locally. It is our impression that initially neither his role nor that of the Follow Through Coordinator were well-defined. They work closely together and their division of responsibility has evolved over time. Moreover, their present roles are partly a function of their individual characteristics - what each does well - and partly a result of their joint assessment about what has needed to be done.

During the first year of project operation, he took on certain specific responsibilities and faced certain challenges. Since no one in the community felt confident that they fully understood the Sponsor's Model (Behavior Analysis), it was the responsibility of the District Advisor to organize an in-service training program and to train the trainers for that program. In addition, the first year was inevitably a difficult one for the local staff. They were inexperienced and lacked confidence in

their ability. The District Advisor played an important role in developing confidence and in demonstrating to the staff that they were indeed making progress.

There were also certain kinds of tests or challenges that he had to face. Being younger than most of the teachers was something of a handicap. More importantly, he was not an experienced teacher and some staff members felt that this was most unfortunate. Gradually, he overcame these handicaps and earned the respect of the local staff. It has been interesting to note that he is very careful to admit what he does not know, namely that he is not an experienced classroom teacher. But he has established himself as the "expert" on behavior analysis and as fully knowledgeable about the Sponsor's model. In a sense, he has managed to gain acceptance for a division of labor: the teachers have certain competences that he does not possess while he is competent in different and complementary ways.

There are certain other respects in which he has demonstrated his competence. He is effective as a middleman between Sponsor and the community and is the main communications link between the two. Secondly, he is an effective spokesman for the project to certain segments of the community - parents, school board, etc. Finally, he occasionally acts as a "lightning rod" for the frustrations and annoyances of the project staff. Since he is an outsider

and has no clear-cut position in the school system's hierarchy, teachers and aides are not afraid to express their frustrations directly to him. He accepts these discussions good-naturedly and there has developed a kind of understanding that it isn't his fault anyway. Frequently the catharsis is helpful and leads to constructive action.

During the past year, as the project efforts became more stable, the definition of his responsibilities began to shift. As the Follow Through Coordinator and Teacher Trainer have taken over the responsibility for training, he has become less involved with the training program. Indeed, both the District Advisor and Sponsor X claims that he is trying to work himself out of a job. On the other hand, he has become even more involved with long-range planning for the future of the project.

In Community C, also working with Sponsor X, there have been two District Advisors and some of the difficulties they have encountered have been illuminating. First of all, the initial experiences of the District Advisor were seriously complicated by certain factors over which she had no control. This is the community in which the Associate Superintendent had played a very important part in the establishment of the project. The Follow Through Coordinator and the Follow Through teachers wanted to use a particular set of mathematics workbooks, ones already

being used in the school system. Sponsor X has indicated that when the question first came up, he had no objection but later came to conclude that a different set of materials would be much more appropriate for the implementation of his instructional program. We should note that this controversy developed when the Coordinator and other members of the Follow Through project staff neither understood nor were particularly committed to the Sponsor's instructional program. Eventually, Sponsor X's wishes prevailed although it is apparent that project personnel were not necessarily convinced that the change was a desirable one.

During this period, the district advisor found herself in a very difficult position. She was not yet accepted by the project staff and the controversy impaired her relationships with the staff. More importantly, she felt impelled to exert influence on the Associate Superintnedent. He resented this influence and asked Sponsor X to terminate her association with the project. There was some delay in replacing her, during which period the project operated without any regular support from the Sponsor.

The difficulties of this period, which lasted through most of the first year of activity, appear to have impeded the development of this project in a variety of ways. First of all, it had negative effects on the development of an effective working relationship between Sponsor and project and apparently both Sponsor as well as the Associate Superintendent have given some consideration to terminating

the project. Interestingly enough, during this period, arrangements were made for this community to undertake a second Follow Through project, with support from a different Sponsor. One can infer that the committment to working with Sponsor X was thus somewhat limited. A second consequence is that during a very critical period, when the Follow Through project staff was untrained and uncertain about their ability to perform adequately, the District Advisor was put into a position in which she could be of relatively little help.

By the start of the second year, a new District Advisor had been appointed who was both experienced and acceptable to the Associate Superintendent and he was given a rather free hand in working with this project.

During the second year, he was in a position to review the status of the project after one year of activities, to identify some of the difficulties that had arisen in the past and were still impairing the effectiveness of the project, and to attempt to alleviate some of these difficulties. First of all, what were some of these difficulties?

1. A relationship based on some degree of mutual mistrust had developed between the key administrator in the School System and Sponsor X.

2. Key members of the Follow Through Project staff were somewhat demoralized and found themselves in a rather difficult situation. For example, the project coordinator often needed help from someone in the School System in order

to work out issues that would arise between the project and the School System. She did not have ready access to the Associate Superintendent although she did have access to some of his administrative assistants. They were sympathetic but not often able to be helpful. In addition, as the coordinator became more discouraged, she tended to have somewhat less active involvement in the project; she was sometimes reluctant to take the initiative and was more likely to respond passively to events around her.

3. For a variety of reasons, the teaching staff-teachers, teaching aides, and parent assistants - were also discouraged and less than fully committed to the project. They needed more training and were uncertain about how to carry out their responsibilities. As a consequence, there was some tendency to look for someone to blame. And some of these negative views tended to impair the ability of the teaching team to work together effectively. Some of the teaching staff also directed their annoyance toward the Sponsor and details of his program as well as towards key members of the project staff.

4. Relationships between the project and the two schools in which Follow Through classrooms operated during the first year were also impaired. The two school principals were annoyed that they were rarely consulted when decisions were being made about the project. When interviewed, they emphasized that the project was a nuisance for them.

5. Finally, during this first year, there was only limited success in developing a program of parent involvement. In part, only limited efforts had been made to develop this program.

During the second year, the District Advisor took active steps to alleviate the difficulties that impaired the effectiveness of the project. By the end of this year, a number of improvements could be noted and these will be reviewed subsequently.

There is still another community (Community B) in which the first Sponsor's representative had a difficult time while the second representative was much more sucessful. Let us review what happened in this community. First of all, this community works with Sponsor Y. The first field representative to this community was experienced as a teacher, particularly in the field of bilingual education but over a period of time was unable to maintain the confidence of the teachers and program assistants. As a result, the Follow Through staff felt that the sponsor was giving insufficient support to the project staff. For a period of time negotiations took place between sponsor and project, with key project staff attempting to obtain better support from the sponsor. Eventually, the Director requested that the Field Representative be replaced with someone who was a more experienced teacher and a more effective trainer of trainers (the program assistants). With

some reluctance on the part of the sponsor, she was replaced. Subsequently, the relationship between sponsor and project began to improve and is now on a much more satisfactory basis.

To some extent, we feel that the first Field Representative was treated partly as a scapegoat for some difficulties that had arisen between sponsor and project and we want to describe these difficulties as best we can. First of all, teachers as a rule were assigned to Follow Through and did not volunteer for the project. As the project began, teachers received training from Sponsor Y but usually felt uncertain about carrying out their responsibilities. There is a sense in which the sponsor (any sponsor) is responsible for the introduction of technological change into the school system. The sponsor's educational model differs from the educational assumptions being made prior to the initiation of the project. The net effect is that teachers find that their previously acquired skills are no longer adequate or valid and that they must acquire a new repertoire of skills in order to perform successfully. Thus, it should be no surprise that teachers were made anxious about their competence as they first began to work with Follow Through and that they looked for help in dealing with these anxieties. Now, Sponsor Y's program operates on the assumption that teachers will receive help from program assistants (trainers) who in turn will be helped by the sponsor's field representative

(the trainer of trainers). Initially at least, the program assistants had no more familiarity with the sponsor's model than did the teachers. As a result, all of the burden of responsibility for training was focused on the field representative who was viewed as the expert who knew all about the sponsor's model.

The position of the Field Representative was made additionally complex because of certain key characteristics of the sponsor's model. One key characteristic follows from the unstructured nature of the instructional program and from the emphasis on an open-classroom. Participants in Community B are likely to state that Sponsor Y's model is well-defined in general terms but not specifically. What do they mean to imply by such a statement? Our interpretation is that the model is well-defined in terms of characteristics that an instructional program should possess or criteria to which it should conform. But the behavioral objectives to be achieved by the program are less well-defined and an operational specification of the implications of the general principles tends to be left undefined. In a sense, it has been the responsibility of the implementor (local project staff) to work out an operational specification of the model.

There is one other characteristic of the sponsor's model that led to difficulties. In this community, there is considerable emphasis on the acquisition of reading skills and local personnel feel that the sponsor's model is not

specific enough in the area of reading. Interestingly enough, they conclude that Sponsor Y give insufficient attention to the particular requirements of local communities, thus implying that, although their community places great emphasis on reading, other communities might not. It is our impression that other communities are equally concerned about reading and that this is simply a specific example of an area in which the sponsor's model needed further specification in order to meet the demands of local communities.

At any rate, these pressures for supplying the community with a more specific definition of curriculum and of behavioral objectives were initially directed at the Field Representative and unfortunately she could neither cope with the situation on her own nor could she obtain sufficient support from Sponsor Y. Thus, the local staff perceived her as not being helpful enough and perhaps as not being experienced enough in the details of the Sponsor's model. As a consequence, the relationships between the local staff and the Field Representative as well as Sponsor Y deteriorated as the staff lost confidence in their ability to help.

A second Field Representative was appointed during the academic year 1970-71. She is quite experienced and the local staff developed a high degree of confidence in her ability to help them. In part, she respected their need for additional specificiation and was able to be helpful in working out specific details of the Sponsor's program, particularly

in the area of reading. In addition, she appears to be more forceful in communicating to Sponsor Y the feelings of the Project staff and in influencing the Sponsor to respond to the complaints being made by the community. At the same time, she was able to maintain a good relationship between herself and Sponsor Y. Somewhat ironically, after the first representative had been removed, Sponsor Y began a major effort to place greater emphasis on reading, to develop a statement about behavioral objectives, and to define the instructional program in more specific terms. If the results of these efforts had been available, the first representative might have been much more able to carry out her responsibilities to Community Y.

What lessons are to be learned from these rather different experiences of communities with sponsor representatives?

1. Certainly, it is essential that a sponsor's representative be knowledgeable about the sponsor's educational model in order to work successfully with a project but there are other skills that are of equal importance. The sponsor's representative has important functions as a trainer and as a trainer of trainees. The sponsor's representative must possess certain human relations skills in order to establish or maintain an effective working relationship with the project staff. One can anticipate that the first few months of a project will be a period of stress

and frustration for an inexperienced staff. The sponsor's representative must be able to deal constructively with these frustrations so as to help maintain staff morale and to avoid a situation in which the relationship between staff and sponsor's representative begins to deteriorate.

2. As a corollary, it will be helpful if a project can develop an accurate set of job specifications for the role of sponsor's representative and can attempt to ensure that the sponsor's representative working with them is able to meet these specifications.

As one examines the experiences of existing projects - those originating during the first years of Follow Through - it would appear that neither sponsors nor projects were initially able to form an accurate description for the position of sponsor's representative. Indeed, through trial and error, a more accurate job description has gradually emerged and new projects ought to be able to take advantage of this development.

3. Hopefully, a sponsor's representative will play an important, although perhaps secondary role, in the establishment of relationships between the project and the school system and between the project and the local community. As the individual who is most knowledgeable about the sponsor's model, he or she can be very helpful in the establishment of these relationships and as a valuable source of information about the sponsor's model and about the educational objectives of the project.

4. One should recognize that the functions of a sponsor's representative should be changing over the life of the project. Gradually, many of these functions will be taken over by some of the project staff as they take over the responsibilities for training, human relations, and liason. Eventually, a successful sponsor's representative ought to help bring about a situation in which his services are no longer essential.

5. Finally, projects tend to plan on an annual basis to review what has been accomplished during the current year and to establish a set of project objectives for the coming year. The sponsor's representative ought to be able to make a particularly valuable contribution to project planning, in helping to complete an annual review and to plan for an additional year.

Staff Recruitment

When a project begins to give some thought to the problems of recruiting staff for a Follow Through project, there are at least two important issues that need to be considered. (1) What sorts of individuals does one want to recruit for each of the essential staff positions and (2) what procedures should one follow in attempting to recruit?

Let us consider first the question of job qualifications (desirable individual characteristics) for both the primary roles in a project as well as the roles that provide for secondary support. One general point we need to make is

that job qualifications are a function of the sponsor's educational model since different sponsors place different demands on individuals in order to implement their programs.

With either Sponsor X or Sponsor Y's model, we can identify some of the desirable characteristics that each classroom teacher ought to have.

1. The prospective teacher ought to be at least open-minded about the possibilities of the sponsor's model and to be willing to explore what it will be like to work in either of the sponsor's classrooms. In some communities, there are certainly teachers who were initially skeptical about the sponsor's model but have been partly "converted"; they have also been impressed by the results they have been observing. However, there have been individual teachers who were very uncomfortable about teaching in either of these programs. In the case of Sponsor X, some teachers were particularly offended by the reliance on a "token economy." With Sponsor Y, there were also teachers who were disturbed by the lack of structure to the open classroom model. In either case, these teachers have usually asked to leave Follow Through and to return to a more conventional classroom.

2. The prospective teacher needs also to be aware that both sponsors make use of a form of "team teaching". Indeed, in the behavior analysis classroom, one of her major responsibilities will be as the leader of a team of four individuals. In Communities A and C, one can certainly observe teams that work very well together and this level

of team effectiveness is very important for the successful implementation of the program. On the other hand, one can also observe classrooms in which the four adults are not working well with each other and in which disagreements within the team are having unfortunate effects within the classroom. Thus, teachers working with this model need to be able to work effectively as the supervisor of other adults. They need also to be capable at training these other adults to work effectively with each other and with the children in the classroom. Along these lines, it is important to note that experienced teachers are primarily experienced in working with children and not adults; one can not assume, simply on the basis of their past experience, that they will be able to function effectively as supervisors and trainers of adults.

In Sponsor Y's model, the teacher is again in charge of a team which, in this case, includes only one other individual. Yet, it is still extremely important that the two adults plan together with care and that their activities within the classroom be carefully coordinated. Because of the more flexible structure to Sponsor Y's program, these problems of coordination within the classroom are particularly important and are one of the major responsibilities for the classroom teacher.

3. The prospective teacher is likely to be functioning in a racially integrated setting as well as one in which

variations in socio-economic and cultural backgrounds will be of considerable importance. This teacher needs to be able to function effectively in such a complex setting. For example, the teacher, whether white or black, will necessarily be a college graduate. The parent assistants in the classroom are more likely to be black and very likely will not have completed high school. One can encounter teachers, both white and black, who assume that parent assistants can't possibly be expected to function as a full member of a classroom team unless they have a considerable amount of education. Under such circumstances, it is not surprising if difficulties arise between the teacher and the parent assistants or if the teacher finds it difficult to delegate responsibilities to them. Similarly, both sponsors emphasize parent involvement and, again, it is important that the prospective teacher be able to relate effectively to parents whose backgrounds may differ considerably from her own.

4. Finally, the prospective teacher will be expected to take part in a training program in which she will be learning to develop a new set of skills and in which she will not be able to rely completely on her past experience or on what she already knows. This is a situation in which any adult may feel quite uncomfortable, particularly because of the possibility that she might fail. Hopefully, a prospective teacher will be challenged by the opportunity of taking part in the Follow Through project and not overly threatened by the prospects of having to develop a new set of skills.

We could also talk about desirable qualities to be possessed by the other adults in the classroom team, but these qualities parallel those that are desirable for the classroom teacher. These other members of the classroom team need also to be open-minded about the sponsor's model, capable of learning to work effectively as part of a team, willing to work with other adults in a setting that is both integrated and in which cultural differences need to be taken into account, and secure enough to tolerate some of the stresses that may be encountered during an initial training period.

Let us now turn to a consideration of some of the key support functions in a Follow Through project. The first level of support to the classroom activities are the teacher trainers in the case of Sponsor X and the program assistants in the case of Sponsor Y. In either case, their major function is to assist in the on-the-job training of teachers as part of the implementation of the sponsor's program. They need to have the following capabilities:

1. As a project develops, a variety of unanticipated educational problems will inevitably arise and the teacher trainers play an important role in helping to find solutions to these problems. Thus, they function somewhat as a "lead" teacher or as a more experienced teacher who can give support to the classroom activities. The most successful of the teacher trainers or program assistants have often served first

as classroom teachers in the Follow Through project and then have been promoted into this supervisory role. It is a fairly difficult role for a teacher who has had no previous experience with a particular sponsor's model.

2. As the training supervisor of a group of teachers, these teacher trainers need to develop certain human relations skills in order to carry out their responsibilities. For example, on occasion they will be dealing directly with a single teacher as a supervisor. Some classroom teachers, particularly if they are themselves as experienced, may resent interference from an outsider. The teacher trainer must be able to establish an effective working relationship with individual teachers. Similarly, there will be frequent occasions when the teacher trainer will meet with the teachers as a group. This setting requires a different set of small group leadership skills so that the meetings can be productive and effective and so that conflicts that may arise within the group can be dealt with constructively.

3. As a first-time supervisor, the teacher trainer needs to be aware of the morale of the teachers with whom she works, to recognize difficulties as they arise, and, in many cases, to serve as a channel of communication between the teachers and the project leadership.

The other important support role is that of the Follow Through Coordinator who works closely with the sponsor's representative and has the major responsibility for the

administration of a Follow Through project. In most projects, this role is filled by an experienced teacher and yet, his or her primary responsibilities are as an administrator rather than a teacher. In this respect, the Follow Through Coordinator has much more in common with a school principal or associate principal. The major responsibilities are as follows:

1. The Follow Through Coordinator is responsible for the administration of the project, including project planning, control of expenditures for Follow Through, personnel and recruitment, and the preparation of required reports. In addition, this individual will play an important part in writing the proposal for annual renewal of the Follow Through project.

2. The Follow Through Coordinator is also a key spokesman or representative of the project to the rest of the school system, to the community, and to representatives of the Follow Through Branch (the Project Officers) to whom the local project is responsible.

3. Finally, the Follow Through Coordinator has a key role in mediating between the project and the schools within which the project operates as well as other divisions within the school system. Indeed, in those projects in which good relationships exist between Follow Through and the various parts of the school system, it is clear that the Follow Through Coordinator has been particularly helpful in the establishment of these good relationships.

Having in mind the kinds of individuals one wants to recruit, what can be said about the actual process of recruiting?

1. Teachers are most likely to be recruited from outside of the project either as experienced teachers who are willing to transfer into the project or as newly hired teachers who are about to enter the school system. As much as possible, a prospective teacher ought to have an opportunity to learn about the Follow Through project and about what will be expected of her before she decides to accept a position with a Follow Through project. Now that there exist Follow Through projects that have been successfully implemented, a prospective teacher ought to have an opportunity to visit a Follow Through classroom and to talk with teachers who are already experienced with the particular sponsor's approaches. Teachers associated with a successful project are likely to be enthusiastic about the advantages of working with Follow Through as well as quite realistic about the difficulties. And this type of information ought to be very helpful to a prospective teacher as she makes up her mind.

Interestingly enough, when the present Follow Through projects were just being established (i.e. in the first year), teachers were often assigned to Follow Through without any advance awareness that they were not being assigned to a conventional classroom. In some cases, these teachers have some bitterness that they were not more fully informed and

that they were not allowed to choose whether or not they wanted to be associated with Follow Through. As a rule, they were not informed because of the haste with which the Follow Through project was being initiated. Now that there are projects that can be visited, it would appear to be most desirable to give prospective teachers a choice before they become affiliated with the project.

2. In recruiting for the different supervisory positions, the most common pattern is to recruit from among the existing staff within a school system. As one looks at the job requirements for the positions of teacher trainer or program assistant and Follow Through Coordinator, it should be clear that experience as a teacher in the classroom is only one of several important qualifications. More importantly, these supervisors need to have a variety of human relations skills in working with other adults, both on an individual basis as well as in a group setting. The Follow Through Coordinator should also have some organizational skills that can be applied to the problems of coordination within the project and to the problems of liason or coordination between the project, the community, and the rest of the school system.

3. After a project has been successfully established, one frequently observes a process of promotion from within as a teacher in Follow Through may be promoted to the position of Teacher Trainer or as a Teacher Trainer is promoted to the position of Follow Through Coordinator. This appears to be a very desirable pattern to follow, assuming that the

individual promoted already has the respect of other Follow Through staff members. But when a project is just being implemented, what alternative is there to a policy of promotion from within? In some communities, either the Follow Through Coordinator or some of the trainers had an opportunity to participate in the initial discussions about the establishment of a Follow Through project. In this way, they had an opportunity to visit sponsors and to consider the consequences of choosing to work with one sponsor rather than another. This would appear to be a very useful experience and a desirable practice to follow in recruiting staff for the initiation of a Follow Through project.

4. The role of Follow Through Director is the final one that needs to be considered. Again, recruitment for this position is usually limited to those individuals already employed within the school system. There appear to be at least three kinds of individuals who are likely to be recruited for this position: someone who has already served as a principal or assistant principal within the school system, someone who has been coordinator of Federal funds (or some similar position), or someone who has been working in special education, usually with some administrative experience. The implications of this pattern of recruitment are several. Hopefully, the Follow Through Director will have already established relationships to individuals throughout the school system, including school principals, and be known as someone who is competent and trustworthy. This

implies that the prospective Follow Through Director already occupies a position of considerable responsibility. Secondly, the Follow Through Director must be both knowledgeable about how the school system operates as well as secure enough to be willing to try to change it. This individual will frequently be put into difficult positions and must have courage enough to deal openly and constructively with controversial issues involving the School Board, School Superintendent, Mayor, etc. Finally, this individual is likely to be the chief negotiator in representing the project in its discussions with project officers and other officials of the Follow Through Branch. Again, one needs to have considerable experience, tact, and persistence in order to be effective in these negotiations.

Training

The training that takes place within a Follow Through project is of two kinds. There is usually an explicit and formal program of training in which the sponsor's representative plays an important role. There is also an implicit and informal program of on-the-job training which is the responsibility of members of the local staff as well as the sponsor's representative.

Sponsor X's program of formal training at the present time is as follows. In each school and at each grade level, there is one classroom designated as a demonstration classroom run by an experienced teacher, known as a "lead" teacher. Interestingly enough, by establishing this special position

for an experienced teacher, Sponsor X makes it possible for some teachers to be promoted into this more prestigious position and to receive an appropriate salary increase. The first training experience for a new teacher is in the form of a one-week training program that takes place in this demonstration classroom. Other teachers with some experience may also take part in this training program that is usually scheduled before the beginning of fall classes. Some short periods of refresher training are also organized around these demonstration classrooms.

Thus, this program of training is decentralized and is carried out primarily by local personnel with some assistance from the sponsor. It goes without saying that the training emphasizes learning by doing in that the new teachers can learn through observing an experienced teacher in a real classroom and particularly by having an opportunity to teach in that classroom under supervision.

Sponsor X has only recently begun to place an emphasis on decentralized training. At an earlier time, a similar program of training was carried out in three regional training centers to which new teachers were brought. However, this new pattern of training appears to be an improvement, particularly in its reliance on local project personnel as the classroom trainers.

Sponsor X also runs a variety of special training programs at University X for some of the other project personnel. For example, there are three-day workshops for school principals

and administrators as well as ten-day training programs for local training coordinators and for the local classroom demonstration teams.

Sponsor Y's program of formal training is somewhat similar. However, his emphasis is on the training of trainers, namely the program assistants. At the present time, a good deal of the training for program assistants takes place during a series of summer institutes. Two-week institutes are held for experienced program assistants while a four-week institute is held for new program assistants. Then additional training for program assistants takes place throughout the year, sometimes at regional meetings and, as a rule, locally under the guidance of the Field Representatives. Then, the actual training of teachers is carried out by the program assistants through a series of weekly meetings. In addition, there are workshops held at University Y for school administrators, Follow Through Coordinators, and sometimes school principals. Note the very strong emphasis on a continuous program of on-the-job training and that a major responsibility of the sponsor is for the establishment and maintenance of a formal program of training.

Relationships between projects and local schools

With rare exceptions, Follow Through classrooms are located within existing schools. Each of these schools will have a principal who is "in charge" of the school and there will be teachers who are not associated with Follow

Through. Thus, it should not be surprising to observe Follow Through projects that find themselves in conflict with either the principals or the non-Follow Through teachers. Fortunately, there are other projects that have managed to establish cooperative working relationships with the schools in which they are located. Let us review some of the different experiences of Follow Through projects with local schools and try to identify what might be learned from these experiences.

In Community A, all of the Follow Through classes are located within a single school and as Follow Through progresses from one grade to the next, all classes at a given grade level begin to participate in Follow Through. Thus, at the present time, all classrooms in Kindergarten through the third grade are in Follow Through while grades four through six are not. A new principal had just been hired when the project was first initiated and she immediately became involved with the project. By a natural evolution, Follow Through is clearly part of her school and part of her effort to improve the standing of this school in relationship to other schools in the same school system. As a result she has an important stake in the success of the project and a significant portion of her reputation as a successful principal is based upon the acknowledged success of the Follow Through project. Of equal importance is the fact that she is fully involved in all of the Follow Through planning, is quite knowledgeable about Sponsor X's model, and has established excellent working relationships with both the Follow Through Director and Coordinator.

In Community C, Follow Through classrooms are located within three schools and at any given grade level there are some classes that work with Follow Through and some that do not. In the community, two of the three principals are rather critical of Follow Through and there are a number of reasons for their discontent. First of all, they had no involvement in either the decision to establish a Follow Through project or in the decision that their school would take part in the program. They were simply informed by the School Superintendent that Follow Through classrooms would be located in their schools. In addition, they didn't have an opportunity to learn about Follow Through or the sponsor's model until after the project had been in operation for one and one-half years. From talking with these principals, one can readily infer that they found it embarrassing to be uninformed about a project going on in their schools and to be unable to answer questions about the project that would occasionally arise. Eventually, they attended a workshop at University X to learn about the project but they still resent how they were treated during this initial period. A second difficulty is that they don't feel that they are kept properly informed about day-to-day events taking place in their schools that concern children in Follow Through classes. For example, these principals will complain that children will leave the school without their knowledge but with the permission of Follow Through or that meetings will be scheduled to take place within the school by Follow Through without their knowledge or permission. To an outsider, the

incidents may not seem very important and the real issues appear to be the following. On the one hand, these principals feel that they are in charge of their schools and that their positions are not being properly respected. On the other hand, there has developed a rather complex division of responsibility between the principal and some of the Follow Through staff which is confusing and leads to misunderstandings. Finally, there are some difficulties that arise because of Follow Through's emphasis on parent involvement. The program of parent involvement has been developed without sufficient attempt to involve the principals. Thus, the principals are uninformed about the program and have been quite taken by surprise by the increasing activeness of Follow Through parents in general and the PAC in particular. One principal views these developments as somewhat of a nuisance while a second is quite resentful of what she views as an unwarranted infringement upon her authority by "unqualified" people. Perhaps, the main point to be made is that, in this community, the school principals have not been included as active participants in the Follow Through project. Thus, they have no stake in the success of the effort and resent what they see as disruptions to their normal activities. As a secondary consequence, the non-Follow Through teachers in these schools have become aware of the friction between their principals and the project. Since they have little information about the positive

accomplishments of the project, some of them also see the project as a nuisance and have come to resent the "priviledged" position of the Follow Through teachers.

Communities B and D both work with Sponsor Y. In both communities, reasonably good relationships exist between Follow Through and the participating schools. However, one can also identify examples of the same kinds of difficulties that are apparent in Community C. There are perhaps two additional points that can be made based on the experiences of these communities.

1. In Sponsor Y's model, there is usually one program assistant assigned to a given school and this individual can be viewed as the senior person representing Follow Through in that school. In a very natural way, a pattern has developed of the program assistant working closely with the school principal. As a result, liason and communications between school principal and Follow Through have evolved as two of the important responsibilities of the program assistant. In Sponsor X's model, when several schools are participating in a single community, there is no one individual who has such an obvious and natural relationship to a single school. However, one could recommend that someone, perhaps a lead teacher in a given school, be assigned to work with the principal in order to provide for the necessary coordination between school principal and Follow Through.

2. In Community D, the School Superintendent has had a very active involvement with Follow Through. Moreover,

he has set up some mechanisms to facilitate participation by the school principals and to provide for coordination between participating schools and the Follow Through project. Specifically, the Follow Through principals neet on a weekly basis with the Follow Through Director in order to review the progress being made and to engage in long-range planning. In addition, all principals of schools in the system meet regularly with the Superintendent and Follow Through is one of the topics that frequently appears in their agenda. Both types of meeting appear to be helpful in the development of cooperative relationships between Follow Through and the individual schools.

Based upon these experiences, the following conclusions seem to be warranted.

1. Principals, in general, should participate in the initiation of a Follow Through project and should have some influence on the choice to be made among alternative sponsors.

2. Individual school principals should also participate in the decision to locate Follow Through classrooms in their school and to consider the advantage (or disadvantages) for them of having their schools participate in the project.

3. Some mechanisms should be developed to insure that each principal will be actively involved with Follow Through so that he or she will have an opportunity to become knowledgeable about the project and to recognize that he or she has an important stake in the success of the project. In

addition, it is helpful to have responsibility delegated to some one individual (such as a program assistant) for liason between Follow Through and each individual principal.

4. One secondary effect of Follow Through is that issues having broad policy implications are likely to arise, some of which concern the fact that Follow Through has the effect of introducing changes into the school system in general and individual schools in particular. These issues can be most easily handled when the school superintendent is actively involved and when there are regular opportunities for discussion involving on occasion the Follow Through principals and on other occasions all principals in the school system.

Provisions for Monitoring Project Effectiveness

During the implementation phase, questions are inevitably raised about project effectiveness and about what is actually being accomplished. Moreover, the question may arise in a variety of different forms, depending on who asks the question and why.

Sponsor X, as a by-product of his orientation toward Behavior Analysis, emphasizes the importance of continual monitoring of children's performance and these monitoring procedures are routinely carried out with each of his local projects. We should point out that the instructional component of Sponsor X's program can be readily monitored but that this feature is not characteristic of all Sponsor's programs.

Specifically, this program emphasizes reading, mathematics, and handwriting and each of these skills can be readily specified in behavioral terms. Data on children's performance are routinely collected in all classrooms. These data are then returned to University X where they are processed by the Sponsor's staff. Then reports based on these data are returned to the local projects. Indeed, Sponsor X is continually attempting to improve these monitoring procedures and particularly to process data rapidly enough so that it will be useful to projects in the making of short-run as well as long-run decisions.

The fact that assessment data for monitoring project effectiveness are readily available has had a number of important effects. First of all, the data are pertinent to questions that are raised by School Boards and School Superintendants. These data provide guidance and reassurance to school administrators about the"success" of individual projects. Secondly, the data are very helpful to parents, teachers, and all members of the Follow Through project staff. Parents have some tangible evidence of what is being accomplished. Teachers and other staff members also find it rewarding to review direct evidence of accomplishment and are able to use information about progress (or lack of it) for diagnostic purposes and as a basis for additional planning. We should add that these data have implications for on-the-job training as well as for the maintenance of staff morale. After all,

data for an individual classroom are indicative of the effectiveness of operation of that classroom team and of their need for additional training. On the other hand, the Follow Through staff find it both reassuring and exciting to have evidence of what they are accomplishing, particularly in a school in which accomplishments in the past were both limited and discouraging.

By way of contrast, Sponsor Y had initially given much less attention to provisions for the monitoring of project effectiveness and has experienced some difficulty because of the unavailability of such information. Indeed, during the past year, he has been actively attempting to provide improved methods for the assessment of performance. Let us just review some of the difficulties that he had encountered.

Since the program is relatively unstructured, classroom teachers found it very difficult to determine whether or not they were making progress. As a result, some teachers were made quite anxious because of their uncertainties about what they were accomplishing. In addition, this uncertainty over objectives led to some difficulties between the teaching staff on the one hand and the program assistants, Follow Through Coordinator, and Sponsor's Field Representative on the other.

At the same time, parents found it difficult to assess what was being accomplished and were made uncertain about

the desirability of this new approach as compared to a more conventional approach. Similarly, school board members were asking the same kinds of questions as were the parents.

In response to these difficulties, the Sponsor has been attempting to clarify the classroom implications of his model and to specify it in operational terms. In addition, his staff has been developing more effective procedures for monitoring the effectiveness of the program. Along these lines, two related efforts have been necessary. One is to specify a set of behavioral objectives for projects, while a second is to develop methods of assessment that are pertinent to these behavioral objectives. Sponsor Y is making a major effort both in specifying behavioral objectives as well as in their assessment. It is interesting to note that this effort puts him in something of a dilemma. As one attempts to specify behavioral objectives, there is a danger that one will lose some of the potential value of the open classroom approach and will unnecessarily compromise the instructional model that he has been following. Yet, Sponsor Y and his staff appear to be optimistic that they can be more specific about their educational objectives and develop more effective methods for monitoring project outcomes without seriously compromising what they are trying to accomplish.

One can conclude that adequate provisions for the monitoring of outcomes are important for a variety of reasons. For example, the Follow Through staff need to

be able to assess what they are accomplishing, to reassure themselves that they are making progress, and to reorient their efforts in order to improve their effectiveness. Similarly, it is important to parents to be able to recognize that their children are indeed making progress toward the achievement of recognizable and important educational objectives. In somewhat different fashion, school officials and School Boards are concerned about assessing project accomplishments and preparing themselves for decisions about the project which must eventually be made. Yet, one should also recognize that an emphasis on monitoring can have undesirable consequences. Projects take time before they can be uccessfully implemented and a premature emphasis on "results" can be both misguided as well as demoralizing. Similarly, there are legitimate educational objectives which can not easily be quantified. One would hope that such objectives would not be immediately discarded simply because it is difficult to monitor progress with respect to those objectives.

VI. PARENT AND COMMUNITY INVOLVEMENT

All projects are charged with the responsibility for the development of a program of parent participation and involvement. And all projects support activities of two kinds. First, there is the involvement of parents in the classroom as part of an instructional team. Secondly, there is the involvement of parents in the activities of the

Parents Advisory Committee (PAC) so that they may take part in the support of Follow Through and in the process of decision-making.

From our observations of local projects, we have gradually formed some impressions about these programs of parent participation and particularly about how successful they have been. For example, these programs appear to develop slowly and with difficulty. It would appear to take two to three years in order to develop an active and successful program. In addition, some outside observers have been critical of local projects for not having been more successful with their programs of parent involvement. Indeed, some projects have been accused of giving half-hearted support to these activities and there are undoubtedly some communities in which such an accusation is warranted. Yet, for those communities with which we are familiar, we have reached a different conclusion, namely that it is very difficult to organize a successful program and that program development in this area is a slow and painstaking process. Moreover, there are some important barriers to participation that have to be overcome before such a program can begin to be successful. After all, many poor parents have reservations about the potential value of participating. They may also be somewhat afraid of teachers and school officials and be quite

uncertain of the response they can expect to receive from these same individuals. In order to develop a successful program, one needs to be able to demonstrate to parents that their participation is of value and to help parents develop some confidence in the possiblity that their contributions will be respected. Let us now look in more detail at some of the factors that seem particularly pertinent to the development of a successful program of parent involvement.

1. In a project, the role of the parent coordinator is particularly important. This individual is responsible for the development of a parent program, particularly in the intial stages of its development.

A common pattern of hiring is to recruit as coordinator a parent who is already established and respected in the community. This appears to be a very desirable pattern and one that has been followed in Communities A and C. Such a person can build upon already established relationships. A coordinator who is already trusted can serve as a bridge between parents and the school system as parents begin to develop some confidence. Coordinators who are hired from outside of the community begin with a serious handicap. As unknown quantities, they are not likely to be trusted and there is little that they can do toward developing a program until they can entaolish themselves with local parents.

2. It would also appear to be desirable to have some parents involved in the initiation of the project and particularly in certain decisions such as the choice of a sponsor and the selection of a parent coordinator. Through such initial participation, parents can begin to understand the purposes of the project and to establish working relationships with some of the key members of the Follow Through staff.

3. As a first step in the development of a program, a focus on the involvement of parents in classroom activities seems to be particularly important. And primarily, this involves the recruitment and training of parents as classroom assistants. In most communities (depending in part on the sponsor's views), the position of a parent assistant is a rotating one so that a large number of parents can eventually have this experience. By taking part in classroom activites, parents have an opportunity to learn in detail about Follow Through, to have first hand experiences of what is being accomplished in the classroom, and to establish some co-operative working relationships with the Follow Through staff and with relevant officials of the school system.

As these parents become committed to the success of the program, they can assist in the further development and expansion of the program of parent involvement in a variety of ways. These experienced parents can assist in informing additional parents and in encouraging their

participation. They are likely to be most helpful in the establishment of the PAC and in taking responsibility for some of its activities. In addition, most Follow Through projects will hire experienced parents to assist the parent coordinator and in the training of parents. Thus, an experienced parent assistant will have an opportunity to be promoted into other Follow Through staff positions.

4. The role of parent trainer is also a very important one. Consider the position of a parent who has just been hired to serve as a parent assistant. Quite likely, she will not have completed a high school education. She is likely to be quite anxious about her ability to perform in this new situation. She may also be quite uneasy about working with the Follow Through staff and about being treated with respect. The purpose of the training program is to prepare her for this new set of responsibilities and to provide her with the necessary emotional support.

Quite often, the parent trainer will be recruited locally and she may well have first worked with Follow Through as a parent assistant. Under these circumstances, parents have some basis for trusting her and she can be expected to empathize with them.

5. The parent trainer also needs support and advice from the sponsor's representative, particularly with respect to the organization of the program of training for parents. For example, both Sponsor's X and Y have recently developed

Parent Trainer's Manuals. Each manual is essentially a curriculum for the training of parent aides. Initially, the parent trainer had the responsibility for training parents but had little guidance concerning what she was trying to accomplish or how to obtain any given set of training objectives. These training manuals are an important development for the improvement of these training programs.

We should point out that the attitudes that parent assistants develop about Follow Through and that teachers develop about parents are very much influenced by what happens in the classroom. For example, when parents are given insufficient training and support, they can not be expected to function effectively in the classroom. Moreoever, the experience is likely to be both frustrating and unsatisfactory. Under these circumstances, some difficulties between parent assistants and teachers are likely to arise and relationships based upon mutual respect are unlikely to develop. Under these circumstances, involving parents in a poorly organized program of classroom activities can be expected to hurt Follow Through rather than to help it.

6. When one observes a successful program of parent involvement in classroom activities, one also observes that parent involvement is viewed as an integral rather than an independent part of the total project activities. To put it in other terms, it appears to be undesirable to let a program of parent involvement operate in isolation from the rest of

the project activities. For example, in Community D, responsibility for parent involvement was delegated to a parent coordinator who worked very much in isolation. He also had little to do with the rest of the Follow Through staff, particularly those who were responsible for the instructional program. Eventually, it became apparent to parents as well as others that the parent coordinator knew very little about the sponsor's model, that he did not participate in any of the important decisions about Follow Through, and that he had little status with the rest of the Follow Through staff. To some extent, his relative isolation led to some problems of coordination between the main project activities and the program of parent involvement. More importantly, parents (as well as the parent coordinator) concluded that the program of parent involvement was somewhat of a farce: it was neither supported nor valued. It would appear that parent involvement can be recognized as of value only when the program is viewed as an integral part of the project activities and when the parent coordinator is clearly included in the decision-making process.

Perhaps as a corollary, a successful program of parent involvement in classroom activities requires the active support of teachers, school principals, and other school administrators. For example, in Community A, the school principal clearly supports all aspects of Follow Through and potential difficulties with teachers have been substantially minimized. Thus, parents feel that their contributions in the classroom

are of value. In Community C, where the school principals partially resent the disruptive effects of Follow Through, there have been difficulties in the classroom involving teachers and parents. Parents are also aware of the negative views of the principals. The effects are clearly disadvantageous for the development of a strong program of parent involvement.

7. Support for a broader program of parent involvement, centering around the PAC, seems to depend in part upon the successful development of involvement with classroom activities. Of course, both sets of activities will begin simultaneously, but participation in PAC meetings and activities appears to develop after parents have developed some confidence about their involvement with classroom and school-related activities.

We would like to suggest the following explanation for this particular observation. A major purpose of the PAC is to facilitate parent participation in the decision making about the project. Initially, at least, parents may not feel that this objective is either meaningful or realistic. To be specific, it is difficult to participate in decision making about the project until one knows something about it and how it operates. More importantly, one has to become convinced that the project itself is of value and worth supporting. On the other hand, parents are interested in the education that their children are receiving; a good instructional program is something of obvious value. Thus, as parents become knowledgeable about the project and convinced that it is

important, then it becomes more meaningful to want to have some influence on the functioning of the project.

In addition, parents are somewhat skeptical that they will actually be permitted to participate or that their views will have any influence. Through participation in classroom activities, they may begin to develop relationships to teachers and school officials that are encouraging. The net effect is to build some confidence that their participation will be respected and that it is realistic to engage in the PAC activities. In short, we are attempting to suggest that confidence in the PAC is built up over time and is based partly on knowledge of Follow Through, on a commitment to its objectives, and on the establishment of some effective working relationships to teachers, Follow Through staff and other school officials.

8. For a local PAC to develop, it is important that a number of parents begin to take on positions of responsibility and leadership. Initially, the success of the PAC is likely to depend a great deal on the energy and leadership skills of the Parent Coordinator. But it is clearly important that the PAC begin to function independently and to take over responsibility for its own activities. For example, in one Community, there was quite a successful program with the Parent Coordinator having a dominant role in many of the PAC activities. The PAC became noticeably more inactive when this Coordinator resigned and it still is unclear whether other

individuals will begin to take over the activities for which she had previously been responsible.

In addition, there is clearly a need for the development of leadership training programs for the support of PAC activities, perhaps resembling the training programs that have been designed for the support of classroom involvement. For example, in one community, attempts are being made to develop a leadership training program with the aid of some Adult Educators at a local university. Much more needs to be done in order to help develop local leadership for support of the PAC activities.

9. Some PAC's have been quite active in the support of social programs, such as trips to a local theatre, pot-luck suppers, sponsorship of a monthly newsletter, etc. And some outsiders have questioned the wisdom of this involvement in "social" activities. Yet, they have one very important effect: they help to build better relationships among parents, to develop some sense of cohesiveness among parents, and to develop a commitment to the PAC activities. Such developments are clearly of value in the long run.

These activities may be of particular value when Follow Through parents are scattered throughout the community or when the Follow Through project operates through several local schools. Under these circumstances, relationships among parents may not already exist and the develpment of such relationships among parents can contribute to the strengthening of the PAC

as well as the total program of parent involvement.

10. As parents become involved in classroom activities, partly as paid employees of the school system, one can anticipate that certain difficulties will arise. For the success of the program of parent involvement, it is important that these difficulties can be dealt with openly and constructively and that reasonable solutions to these difficulties can be advanced. For example, there are a variety of personnel questions that can be expected to arise. How much should parents be paid in the classroom? Under what circumstances can a parent assistant be fired for repeated absence or incompetence? Will pay rates for parents be reviewed on an annual basis just as teachers are? Are parents entitled to sick leave, paid holidays, etc? Under what circumstances can they be promoted? What we are trying to suggest is that the program of classroom activities will have to evolve and change as these and similar issues are raised. Confidence in Follow Through and in the School System can be expected to develop when issues can be dealt with constructively and can be expected to be destroyed when these issues can not be dealt with constructively.

11. In similar fashion, as PAC activities develop and parents begin to participate in decision making about Follow Through, one can expect that some conflict will develop between the PAC, the School System, and perhaps other parts of the community. For example, should the PAC participate in

the recruitment and hiring of parent assistants and teachers as well? What part should the PAC play in the writing of the annual Follow Through proposal for funds? Again, as a program of parent involvement develops, one needs to be able to deal with these emerging conflicts and to help bring about some evolutionary changes in the role of the PAC and its relationship to Follow Through.

VII. HAVING A LASTING IMPACT

There is one final topic that we propose to discuss that relates to the achievement of long-range rather than short-range project objectives. In the short run, a major project objective is to implement a particular innovative program with an emphasis on an instructional component and on parent involvement. By implication, a short-run objective is to demonstrate the effectiveness of these innovative activities.

But what are the long-run objectives for these local projects? Interestingly enough, this is a rather difficult question to anwer. In the Follow Through Guidelines, there is no clear distinction made between the short run and the long run, although there is an indication that some conclusions should be reached based upon the demonstration effort (the planned variation) that will be useful and applicable on a broader scale. Similarly, staff members associated with local projects usually find it difficult to give a clear description of long run objectives. After all, they find

themselves almost completely absorbed with more immediate concerns and in improving the effectiveness of the existing efforts.

However, at the level of the school superintendent, one may occasionally obtain a clearer statement of long-run objectives:

1. As conclusions are reached about the effectiveness of certain features of the program, one ought to attempt to adapt these features for use on a broader basis within the school system.

2. By broader use, one might want to consider broader applications within those schools that are already part of the Follow Through project. Alternatively, one might want to consider applications to other schools within the school system which are not as yet associated with Follow Through.

After talking to School Superintendents, one can also make some predictions about what is not likely to happen in the long run.

1. The demonstrative effort is not likely to continue indefinitely as a demonstration program. Federal funding for such an effort is likely to come to an end. In addition, when Federal Funds are no longer available, it is unlikely that full funding for the present projects will be obtained from local communities or with the approval of local School Boards. After all, costs per pupil in Follow Through are about twice the cost per pupil in non-Follow Through classrooms. At some point in time, one can expect

that non-Follow Through parents are likely to want "equal treatment" for their children. And for budgeting reasons, it seems unrealistic to expect that the Follow Through effort as it now operates would be funded locally for expansion into all of the schools in any given school system.

2. Moreover, as one looks at the successful and desirable features of local projects, one begins to realize that it is somewhat misleading to refer to the Follow Through effort as a program of "Compensatory Education". Are these innovations applicable only to poor children; is their use limited to settings which are in some sense compensatory? The answer would appear to be that the successes within the program of planned variation are simply improvements in education: they are potentially applicable in a variety of settings, rather than being limited to programs that are viewed as compensatory.

3. Thus, one can anticipate that Follow Through projects are likely to have a lasting impact to the extent that they can be viewed as good education as well as good compensatory education. Hopefully, in the long run, desirable features of the project efforts would be routinely incorporated into the functioning of the school system.

At the present time, projects are still primarily involved with the pursuit of short-run objectives. However, there are a few observations that one can make that are pertinent to the problems of having a lasting impact.

1. There is a tendency for local projects to operate somewhat in isolation from the rest of the school system such that those individuals not actively involved with Follow Through have little direct contact with Follow Through. As a result of this isolation, there are some undesirable consequences, particularly for the long run. For example, in Community A, there are three schools serving primarily poor children in which the Follow Through project might have been located. Actually, the project efforts are located within only one of these schools, although school officials feel that the program might be eventually expanded into the other two schools. Unfortunately, the principals of these two schools have developed rather negative attitudes about Follow Through based rather significantly on a limited knowledge of what has been happening. It is clear that these two principals have worked very hard in order to introduce improvements into their respective schools. Yet, they have the impression that they receive little credit for their efforts and that the Follow Through school receives an undue amount of attention and recognition. In a sense, principals compete with each other and these principals feel that they are being treated unfairly. Whether their grievances are legitimate or not is beside the point. What is important is that they have developed some negative impressions of Follow Through and have little interest in the possible incorporation of features of Follow Through into their own schools.

In Communities B and D, Follow Through was first included in certain schools in which there was a large concentration of poor children. Within the communities, these schools have the reputation of being located in "poor" neighborhoods. Subsequently, attempts were made to introduce Follow Through into some "middle-class" schools. But the principals of these schools as well as some parents resisted these efforts. They had reached the conclusion that Follow Through was for poor children and that it was a remedial program. Thus, they were insulted by the suggestion that Follow Through might be appropriate for their schools and for their children. Again, both principals and parents were misinformed. We are suggesting that it is dangerous for Follow Through to operate in isolation from the rest of the school system. Under these circumstances, non-Follow Through schools are likely to be misinformed and to reach erroneous conclusions. More importantly, individuals may come to resent the special treatment being given to Follow Through schools and to resist having any future involvement with the Follow Through project.

2. We can identify at least two mechanisms for maintaining more effective communications between Follow Through and other portions of the school system. During the past year, Sponsor X has been attempting to establish Model Management Committees as a regular feature of each local project with which he is associated. These committees might be viewed as a steering or advisory committee to the Follow Through

project. Included on these committees would be key Follow Through staff members, the sponsor's representative, the principals of all schools associated with Follow Through, representatives from the PAC, plus several administrators, representing the school system. Through this committee, there is regular communications between Follow Through and part of the school system, namely those parts that are currently affected by Follow Through. There are also opportunities for coordination of effort and joint planning.

A different and broader set of mechanisms has been employed in Community D, mainly through the influence of the School Superintendent. He views Follow Through as one of the major innovative efforts taking place in the school system. He meets on a regular basis with all school principals and with a "Superintendent's Council", made up of all senior administrators on the central staff. However, principals are frequently invited to participate in these council meetings. Follow Through is a frequent topic of discussion at these meetings. What is important is that the Superintendent uses these meetings in order to establish a long-range context within which the Follow Through experience can be evaluated. In addition, he attempts to establish the perspective that the entire school system has a stake in the success of Follow Through and in learning from its experience. This approach would appear to be particularly valuable for the development of long-range plans and for providing for participation of

of the total school system in the Follow Through experience.

3. Some Follow Through projects operate quite successfully even though the project has little contact with the School Superintendent and even though he may have minimal involvement with the project activities. Such a method of operation would appear to be appropriate for the achievement of short-run objectives but highly inappropriate when one considers the problems of having a lasting impact or of the formulation of long-range objectives. We would predict that long-range objectives will never be pursued without active leadership on the part of the School Superintendent. Moreover, we would predict that some planning with respect to the long-run implications of Follow Through should begin as early as possible. Through such planning, the School System as a whole should be able to participate in the Follow Through experience, to participate in the evaluation of the demonstration project, and to learn to recognize that the system as a whole has a stake in the success of the Follow Through effort.